
**ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO
ACHIEVEMENT MOTIVATION AND STUDY HABITS**

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Abstract

The present study aimed to find the significance of relationship in academic achievement as well as achievement motivation and study habits. The sample of the study was 200 students in the four Government Senior Secondary Schools of Ludhiana city. Correlation approach was adopted to ascertain the relationship between academic achievement of adolescents in relation to academic motivation and study habits. Significance of relationship between means was worked out to know the difference between boys and girls adolescents regarding academic achievement of adolescents in achievement motivation and study habits. In this study marks of 10th class board examination were taken as Academic Achievement. Deo Mohan Achievement Motivation scale (2002). Study Habit Inventory (2002) Revised version by Mukhopadhyaya & Sansanwal. The study concludes that there is significance of relationship between Academic Achievement of Adolescents their Achievement Motivation and their study Habits. Achievement Motivation and Study Habits conjointly predict Academic Achievement significantly higher as compared to their separate prediction for Adolescents. The Academic Achievement can thus be improved by developing good Study Habits and by proper Achievement Motivation.

Introduction

Adolescence has been derived from the Latin word, 'adolescere' meaning "to grow." It is a transitional stage of physical sex and mental human development generally occurring between puberty and legal adulthood characterized as beginning and ending with the teenage stage. Adolescence can also be defined more simply, as the threshold from childhood to adulthood. Poets have described this age as the spring of life human being and an important era in total life span.

Academic achievement refers to the degree of level of success and that of proficiency attained in some specific area concerning scholastic and academic work. Achievement means the desired level at which the student is functioning in school tasks as measured by school marks. It refers to a degree or level of success that of proficiency attained in some specific area concerning scholastic or academic work.

The term 'Achievement Motivation' is derived from the Latin word "Movex" or "Motum", which means to move, motor and action. Achievement motivation can be defined as the individual's predisposition to approach or avoid a competitive situation. However, in a broader sense, achievement motivation included the concept of desire, or excel. It is an internal drive that motivates the individuals to literally commit a large portion of their lives to achieve a particular goal. It is the move towards set goals; therefore motivation is a force, which energizes

the behaviour of learners. Achievement motivation is the desire to do better, to achieve unique accomplishment, to complete with standard of excellence and to involve oneself with long term achievement goals. It can also be defined as a pattern of planning of actions and of feeling connected with striving to achieve some internalized standard of excellence in performance.

Atkinson (1964). "Achievement motivation is the inner force, desire, emotion, feeling of determination and inclination to act, whereas behaviourally it is description and persistence in relation to observable and environmental conditions".

According to Coleman (2001). "Achievement motivation is a social form of motivation involving a competitive drive to meet standard of excellence."

Achievement motivation is thus the way through which one desire to obtain a higher standard with the help of goal directional human activity. It plays a significant role in the total sharpening of behaviour and personalities which in turn shapes the economic and social destiny of a given society. It is an inner desire or urge for achieving certain goals of life. It also means a learned and generalized of excellence. The standard are taken by an individual as criterion to evaluate the adequacy of his/ her performance.

Habits are the true indicator of a person. It refers to habitude, practice, usage, a routine way of responding or acting. Actually habits are generally acquired, cultivate and repeated efforts. According to Cobuild Dictionary (1987), Habits means "Something that you do often or regularly."

Study Habits can be interpreted as a planned program of subject mastery. Every learner has a peculiar method or style of pursuing his or her academic tasks. Such consistent and stereotyped acquisition of knowledge is referred to as Study habits. According to Good (1959), "Study habits is the tendency of a pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic efficient or inefficient etc."

Study habits can be interpreted as a programme of subject mastery. Any application of energy directed towards the learning of new materials, the solution of problem, the discovery of new relationship of similar purposeful activity can be considered to be study. The most important requisite for effectively study habits is a good system of study.

Emergence of the problem

Studies conducted by Shivappa (1986), Mitra (1991), Lekhi & Kaur (1995), Simon & Lens (2000), Sardana (2006), show that there exists a significant relationship between

academic achievement and achievement motivation, where Mehta (1981), Hernandez (1998), Kaur (2000), found no significant relationship between academic achievement and achievement motivation.

Studies given by Tuli (1982), Yeh (1991), Kaur (2003), Ahuja & Blench (2004) show significant relation between academic achievement and study habits, whereas Dube & Khuntia (2000), Chaudhary (2001) found that study habits of students have no effect on their achievement. From the above studies it is concluded that research work has been done on the proposed topic in India but not much work has been done in Punjab and Ludhiana.

Objectives of the Problem

1. To study the significance of relation between Academic Achievement of Adolescents and Achievement Motivation.
2. To study the significance of relation between Academic Achievement of Adolescents and Study Habits.
3. To study the conjoint effects of Achievement Motivation and Study Habits Relationship towards the prediction of Academic Achievement of Adolescents.

Hypotheses

1. There will be no significant relation between Academic Achievement and Achievement Motivation of Adolescents.
2. There will be no significant relation between Academic Achievement and Study Habits of Adolescents.
3. The prediction of Academic Achievement of Adolescents on the basis of conjoint prediction of Achievement Motivation and Study Habits will not be significantly higher as compared to their separate prediction.

Sample

200 Students of the four Government Senior Secondary Schools of Ludhiana City.

Tools Used

1. Marks of 10th class board examination were taken as Academic Achievement.
2. Deo Mohan Achievement Motivation Scale (2002) Revised version by Deo & Mohan.
3. Study Habit Inventory (2002) Revised version by Mukhopadhyay & Sansanwal.

Statistical Techniques Used

1. Descriptive statistics like Mean, Median, Standard Deviation, Skewness and Kurtosis were worked out to study the general nature of the distribution of scores.
2. Karl Pearson's Coefficient of correlation (r) to find the correlation between Academic Achievement and Study Habits and between Academic Achievement and achievement Motivation.

3. Step up regression technique, multiple R² along with F-ratio to examine the relative weightage contributed by Achievement Motivation and Study Habits to the prediction of Academic Achievement.

Analysis and Interpretation

Relation between Academic Achievement and Achievement Motivation of Adolescents (N=200)

Table 1.1

Variables	Correlation
Academic Achievement and Achievement Motivation	0.141*

- Significant at 0.05 level of significant
- Table 1.1 reveals that the value of correlation between Academic Achievement and Achievement Motivation of Adolescents is 0.141 which is positive and significant at 0.05 level of significance.
- Hypothesis 1 which states that No significant relation between Academic Achievement and Achievement Motivation of Adolescents, is thus rejected.

Table 1.2

Relation between Academic Achievement and Study Habits of Adolescents (N=200)

Sr.No.	Academic Achievement	'r' value
1.	Academic Achievement & comprehension	0.183*
2.	Academic Achievement & concentration	0.265**
3.	Academic Achievement & task orientation	0.142*
4.	Academic Achievement & study sets	0.141*
5.	Academic Achievement & interaction	0.166*
6.	Academic Achievement & drilling	0.139*
7.	Academic Achievement & support	0.142*
8.	Academic Achievement & recording	0.141*
9.	Academic Achievement & language	0.151*

* significant at 0.05 level of significance

** significant at 0.01 level of significance

Table 1.2

- reveals that the value of correlation between Academic Achievement and all dimensions of study habits. The value of correlation coefficient of Academic Achievement with Comprehension dimension of study Habits is 0.183, with Concentration dimension of study is 0.265, with Task Orientation of study habits is 0.142, with study sets dimension of study habits is 0.141, with interaction dimension of study habits is 0.166, Drilling dimension of study habits is 0.139, with Supports dimension of study habits is 0.142, with Recording dimension of study is 0.141 and with Language dimension of study habits is 0.151
- This leads to rejection of hypothesis H2 which states that “There will not be significant relation between Academic Achievement and Syudy Habits of Adolescents.”
- Academic Achievement of Adolescents is positively and significantly related to their Study Habits.

Table 1.3

The Prediction Of Academic Achievement Of The Adolescents On The Basis Of Their Achievement Motivation and Study Habits

In this section ,the prediction of Academic Achievement is done on the basis of Achievement Motivation and study habits using single and bavariant Regression Equations. Values of R^2 for Achievement Motivation and all the dinensions of study habits are calculated separately and then their conjoin R^2 is calculated. These values are

given in the table given below:

Table 1.3Set-up Regression Equations of Academic Achievement

VARIABLE	DEGREE OF FREEDOM	R^2	R	F	STEP REGRESSION EQUATION
Achievement Motivation	1,198	0.021	0.144	4.04	$Y = 6.55.455 + 0.865X_2$
Comprehension	1,198	0.034	0.184	6.891	$Y = 6.55.947 + X_2$
Concentration	1,198	0.072	0.268	14.968*	$Y = 653.294 + 5.13X_3$
Task Orientation	1,198	0.02	0.143	4.049	$Y = 710.05 + 3.46X_4$
Study Sets	1,198	0.02	0.142	3.999	$Y = 732.191 + 3.663X_5$
Interaction	1,198	0.028	0.166	5.999	$Y = 711.889 + X_6$
Drilling	1,198	0.021	0.145	3.904	$Y = 719.6.174X_7$
Support	1,198	0.02	0.142	4.088	$Y = 731.142 + 0.96X_8$
Recording	1,198	0.021	0.145	4.023	$Y = 719.121 + 10.312X_9$
Language	1,198	0.024	0.156	4.646	$Y = 731.201 + 17.95X_{10}$

Achievement Motivation + Comprehension + Concentration + Task Orientation + Study Sets + Interaction + Drilling + Support + Recording + Language	10,189	0.172	0.415	3.912*	$Y = 359.72 + 0.217X_1 + 1.108X_2 + 4.8X_3 + 1.433X_4 + 3.517X_5 + 4.844X_6 + 3.855X_7 + 0.944X_8 + 1.572X_9 + 9.782X_{10}$
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Achievement Motivation and all the dimensions of Study Habits is significantly more as compared to their separate prediction.

Hypothesis Ho₃ which states that “The prediction of Academic Achievement of Adolescents on the basis of conjoin prediction of Achievement Motivation and Study Habits will not be significantly higher as compared to their separate prediction” is thus rejected.

Conclusions

1. There is significantly positive relation between Academic Achievement of Adolescents and their Achievement Motivation.

2.. There is significantly positive relation between Academic Achievement of Adolescents and their Study Habits.

3. Achievement Motivation and study Habits conjointly predict Academic Achievement significantly higher as compared to their separate prediction for Adolescent set

Educational Implications:

The results of the show significantly positive relation between Academic Achievement and Study Habits and also between Academic Achievement Motivation. The Academic Achievement can thus be developing good Study Habits and by proper Achievement Motivation. Parents and teachers can play a very important role in the development of good Study Habits and Achievement Motivation which will ultimately lead to good Achievement. We need to provide conducive environment and facilities of library to the students in the school and parents are suggested to provide conducive environment at home. Teachers are also suggested to motivate the students, this will lead to better Achievement of the students.

Suggestions for Further Research:

Same study can be conducted on large sample. Other correlates of Achievement can be taken for further research. Experimental research can be done to check the effect of Computer Assisted Instructions on Academic Achievement and effects of teaching

through Concept Mapping on the Academic Achievement of Adolescents may be studied in relation to other variables like Emotional Intelligence, Socio-economics Status, Parents Education, Teacher Effectiveness and Organizational Climate.

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